

Inspection date

Previous inspection date

17/10/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- The childminder plans a variety of activities and experiences indoors and outside that help children progress in all areas of learning.
- The childminder uses children's interests, which results in them enjoying and learning through play.
- Children gain an increasing understanding of their local community and the wider environment.
- The childminder interacts well with the children to support and extend their communication and language skills.
- The childminder's strong partnership with parents helps to enhance children's learning and development.

It is not yet outstanding because

- There are few resources that reflect positive images of race, culture and disability to extend children's understanding of the wider world in which they live.
- The childminder does not follow consistent hygiene routines with children so that they learn the importance and understanding of why they need to wash their hands.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector held discussions with the childminder.
 - The inspector observed the childminder's interaction with the children.
- The inspector sampled a range of documentation, which included observation and
- assessment records, written policies, the register of attendance and the accident and medication books.

Inspector

Jennifer Liverpool

Full Report

Information about the setting

The childminder registered in 2013. She lives with her husband, their two young sons and her mother in Leyton, in the London Borough of Waltham Forest. Childminding mainly takes place on the ground floor. There is a fully enclosed garden available for outside play. The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently two children on roll, one of whom is in the early years age group. The childminder visits local toddler groups, the local library and parks. She takes and collects children from local schools. The childminder is a member of the Professional Association for Childcare and Early Years (PACEY).

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend the range of resources that show positive images of race, culture, gender and disability to develop children's understanding of diversity
- follow consistent hygiene routines so that children learn about the importance of hand washing and why they need to follow good personal hygiene.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The childminder promotes children's learning and development well, and has a secure understanding of the children's individual needs and achievements. She gathers information on children's starting point with parents and uses this information to build on what children know and can do. The childminder regularly observes and assesses children's achievements, which she evaluates to identify what children are interested in, as well as the next steps in their learning. She encourages parents to contribute to their child's assessments in order to support their child's next steps of learning from the setting to home. As a result, children are making good progress. The childminder interacts well with the children supporting their learning in their self-chosen activities. For example, children choose activity sets with buttons that displays numbers and letters of the alphabet. The childminder uses this opportunity to introduce children to some number names.

The childminder provides low level storage units, which enable children to have easy and safe access to toys and resources, thus encouraging children's independence. Children use

a range of good quality toys and resources. However, there are limited toys that reflect positive images of race, culture and disability to develop their understanding of diversity. The childminder uses the children's interests to provide activities that are appealing, and captures their attention and curiosity. For example, the childminder provides children with a wide range of books, which includes pictures of animals. The children demonstrate good book handling skills as they hold books the right way up and turn pages one page at a time. Children enjoy looking at pictures of animals and they regularly choose specific animal storybooks for story time sessions. Consequently, children are developing a healthy interest in books. Children's communication and language skills is developing very well because the childminder repeats what children say correctly and also extends on what they say. Children confidently use words, actions and facial expressions to communicate their wants and needs.

Children are developing an understanding of the features of their local community as they regularly go out on trips to parks, the library, and a local farm where they can closely observe animals. Children also have opportunities to visit places beyond their local environment, such as, Buckingham Palace, Trafalgar Square and China Town in central London. This helps children to become aware of similarities and differences in comparison to their local environment.

The contribution of the early years provision to the well-being of children

The childminder's warmth and friendly approach help children to settle quickly and feel secure. She works alongside parents to devise a settling arrangement to suit the needs of the children. In addition to this, the childminder organises an informal meeting with parents after several weeks to review the arrangements and the children's development. This helps to promote children's emotional wellbeing and support their parents during this new transition. Children confidently approach the childminder for support, indicating good trusting relationships. The childminder is attentive to children's individual needs and responds immediately to their requests, thus helping develop children's self assurance. Children benefit from their weekly visits to the toddler group as they play alongside other children and receive good support to learn to share and take turns in group situations.

Children are starting to learn how to keep themselves safe because the childminder gently reminds them walk and not run indoors. Children are also learning to become responsible for their environment as they respond to requests to help with tidying up. Children are developing an understanding about the importance of healthy eating because they receive varied and nutritious foods each day. They enjoy beef lasagne with fresh tomatoes for lunch. The childminder encourages children to try new fresh fruits to widen their tastes. For example, children receive a good variety of freshly cut fruits such as, strawberries, pears, bananas and kiwis. The childminder makes sure that fresh drinking water is always available where children can see it, and she reminds children to help themselves to a drink of water. This helps to prevent children from getting thirsty.

The childminder has put in place appropriate daily routines that enable children to play in a clean environment. She encourages children to wash their hands before eating their

lunch. However, she does not encourage them to wash their hands at other times during the day, so that they learn the importance of washing their hands to reduce the risk of passing on germs. Children enjoy the benefits of fresh air and go out on daily walks to visit the local schools in the morning and afternoon. Children regularly enjoy a range of physical activities outdoors. For example, they ride scooters, jump on the mini trampoline, run and play ball games, all of which gives them opportunities to practise and develop their physical skills.

The effectiveness of the leadership and management of the early years provision

The childminder promotes and safeguards children's welfare well. She has a secure knowledge of the child protection procedures to follow should she have concerns that a child in her care is at risk of harm. In addition to this, the childminder has suitable systems to help ensure that she closely supervises any visitors allowed on the premises and that they are never left alone with the children. The childminder holds a current paediatric first aid certificate. She keeps a fully stocked first aid kit on the premises and a separate one to take out on trips. This means that children can receive appropriate care if they sustain an injury. The childminder conducts regular risk assessments of her home, and prior to taking children out on trips to identify and minimise hazards. The childminder organises the indoor space effectively and uses a range of safety measures, such as placing handles on external doors above children's height, and using stair gates to restrict young children's access to stairs. As a result, children can move around freely, safely and independently. The childminder keeps and maintains relevant documentation, such as, the record of attendance, and accident and medication records for the health and wellbeing, and safe management of the children.

The childminder has good partnership with parents. She provides parents with a wealth of information so that they are clear about the provision of care for their children. For example, parents have easy access to a handbook and profile that contains information about the childminder's role, training, policies and procedures, and the activities she offers to children to promote their learning and development. The childminder also puts her activity plans on the wall display to enable parents to know what their children do each day. The childminder exchanges information with parents on a daily basis to inform them about their children's general wellbeing. She also liaises closely with them to help ensure a consistent approach when supporting children to manage their personal needs. Consequently, parents are encouraged to become involved in their children's learning and development. The childminder is aware of the importance of forming links with other providers who deliver the Early Years Foundation Stage.

The childminder completes regular self-assessment of her practice, and securely identifies her strengths, areas to improve, and training to undertake in the near future. She responds to the recommendations made by her local authority Early Years Team. This helps her to evaluate the education programme, and supports the children in her care. The childminder demonstrates a strong capacity to continue to improve the care and

learning she offers to the children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY456897
Local authority	Waltham Forest
Inspection number	910087
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	4
Number of children on roll	2
Name of provider	
Date of previous inspection	not applicable
Telephone number	

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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